

St George Middle

600 Minus
St. George, SC 29477

Grades	6-8 Middle School	
Enrollment	602 Students	
Principal	Brooks Moore	843-563-3171
Superintendent	D. Renee Mathews	843-563-4535
Board Chair	Dr. James Hodges	843-563-9057

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	28	9

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No

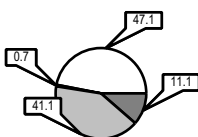
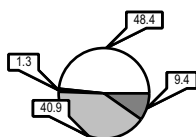
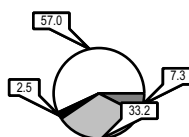
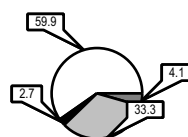
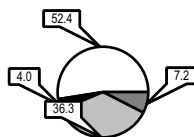
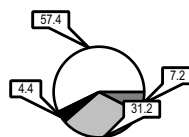
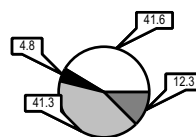
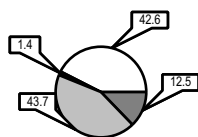
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	592	97.8	46.3	42.0	11.0	0.7	19.7	No	Yes
Gender									
Male	305	97.1	53.2	39.4	6.7	0.7	13.5		
Female	287	98.6	39.1	44.6	15.5	0.7	26.2		
Racial/Ethnic Group									
White	154	96.8	34.1	49.3	16.7	0.0	25.4	No	Yes
African American	420	98.8	49.8	40.3	9.0	1.0	17.8	No	Yes
Asian/Pacific Islander	1	0.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	70.0	20.0	10.0	0.0	20.0	I/S	I/S
Disability Status									
Not Disabled	510	98.2	43.5	43.1	12.6	0.8	21.8		
Disabled	82	95.1	64.0	34.7	1.3	0.0	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	592	97.8	46.3	42.0	11.0	0.7	19.7		
English Proficiency									
Limited English Proficient	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	590	98.0	46.2	42.0	11.1	0.7	19.7		
Socio-Economic Status									
Subsidized meals	461	98.5	50.6	40.5	8.5	0.5	17.2	No	Yes
Full-pay meals	131	95.4	30.5	47.5	20.3	1.7	28.8		

Mathematics – State Performance Objective = 36.7%									
All Students	592	98.5	48.1	41.0	9.6	1.3	19.7	No	Yes
Gender									
Male	305	98.0	54.4	35.0	8.5	2.1	18.7		
Female	287	99.0	41.5	47.4	10.7	0.4	20.7		
Racial/Ethnic Group									
White	154	98.1	42.0	40.6	13.8	3.6	25.4	No	Yes
African American	420	98.6	50.1	41.4	8.3	0.3	17.8	No	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	50.0	50.0	0.0	0.0	0.0	I/S	I/S
Disability Status									
Not Disabled	510	98.6	43.2	44.7	10.9	1.3	21.8		
Disabled	82	97.6	78.9	18.4	1.3	1.3	6.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	592	98.5	48.1	41.0	9.6	1.3	19.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	590	98.5	47.9	41.2	9.6	1.3	19.8		
Socio-Economic Status									
Subsidized meals	461	98.5	51.0	40.4	7.6	0.9	17.8	No	Yes
Full-pay meals	131	98.5	37.5	43.3	16.7	2.5	26.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	592	98.3	56.7	33.4	7.4	2.5	9.9
Gender							
Male	305	97.4	59.6	30.5	7.1	2.8	9.9
Female	287	99.3	53.7	36.4	7.7	2.2	9.9
Racial/Ethnic Group							
White	154	98.7	41.7	38.1	15.1	5.0	20.1
African American	420	98.8	61.8	32.0	5.0	1.3	6.3
Asian/Pacific Islander	1	0.0	N/A	N/A	N/A	N/A	N/A
Hispanic	5	60.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	70.0	30.0	0.0	0.0	0.0
Disability Status							
Not Disabled	510	98.4	51.5	37.4	8.2	2.9	11.1
Disabled	82	97.6	89.5	7.9	2.6	0.0	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	592	98.3	56.7	33.4	7.4	2.5	9.9
English Proficiency							
Limited English Proficient	2	50.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	590	98.5	56.8	33.3	7.4	2.5	9.9
Socio-Economic Status							
Subsidized meals	461	98.7	60.7	30.6	6.9	1.8	8.7
Full-pay meals	131	97.0	42.0	43.7	9.2	5.0	14.3

Social Studies							
All Students	592	98.3	59.6	33.6	4.2	2.7	6.9
Gender							
Male	305	97.4	62.4	30.1	5.3	2.1	7.4
Female	287	99.3	56.6	37.1	2.9	3.3	6.3
Racial/Ethnic Group							
White	154	98.7	48.2	38.1	7.9	5.8	13.7
African American	420	98.8	63.3	32.5	2.8	1.5	4.3
Asian/Pacific Islander	1	0.0	N/A	N/A	N/A	N/A	N/A
Hispanic	5	60.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	80.0	20.0	0.0	0.0	0.0
Disability Status							
Not Disabled	510	98.6	55.5	36.7	4.6	3.1	7.7
Disabled	82	96.3	85.3	13.3	1.3	0.0	1.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	592	98.3	59.6	33.6	4.2	2.7	6.9
English Proficiency							
Limited English Proficient	2	50.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	590	98.5	59.7	33.5	4.2	2.7	6.9
Socio-Economic Status							
Subsidized meals	461	98.7	64.4	30.3	3.7	1.6	5.3
Full-pay meals	131	97.0	42.0	45.4	5.9	6.7	12.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	99.6	53.5	33.8	11.0	1.8	12.7
	7	223	96.9	40.0	48.4	10.2	1.4	11.6
	8	146	97.3	32.4	52.1	14.1	1.4	15.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	98.8	46.8	37.3	14.6	1.3	15.8
	7	231	97.0	49.3	42.1	8.6	0.0	8.6
	8	193	97.9	43.3	44.4	11.1	1.1	12.2
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	99.1	32.2	47.6	16.3	4.0	20.3
	7	223	99.1	44.5	43.2	10.9	1.4	12.3
	8	146	97.3	43.0	51.4	5.6	N/A	5.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	28.9	50.3	17.6	3.1	20.8
	7	231	99.1	52.1	39.3	8.1	0.5	8.5
	8	193	96.9	59.3	35.6	4.5	0.6	5.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	54.1	28.3	12.6	5.0	17.6
	7	231	98.3	58.1	34.8	5.7	1.4	7.1
	8	193	97.4	55.9	37.4	5.0	1.7	6.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	56.0	35.8	3.1	5.0	8.2
	7	231	98.3	65.2	28.6	3.8	2.4	6.2
	8	193	97.4	55.9	37.4	5.6	1.1	6.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 602)				
Students enrolled in high school credit courses (grades 7 & 8)	12.4%	Up from 9.9%	9.8%	15.5%
Retention rate	1.0%	Down from 11.2%	3.8%	3.0%
Attendance rate	94.2%	No change	95.4%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.8%	Down from 10.2%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.7%	Down from 9.0%	6.8%	4.6%
Eligible for gifted and talented	11.0%	Up from 10.2%	9.9%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.4%	Down from 14.3%	15.1%	13.6%
Older than usual for grade	5.3%	Down from 7.8%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 37.4%	1.5%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	41.7%	Down from 51.3%	51.8%	51.8%
Continuing contract teachers	58.3%	Down from 71.8%	70.3%	78.1%
Highly qualified teachers	81.3%	Down from 89.7%	89.2%	89.6%
Teachers with emergency or provisional certificates	31.0%	Up from 18.2%	8.8%	6.0%
Teachers returning from previous year	77.1%	Down from 78.0%	80.0%	85.4%
Teacher attendance rate	95.7%	Up from 94.2%	94.4%	94.9%
Average teacher salary	\$39,354	Down 2.2%	\$40,357	\$41,328
Prof. development days/teacher	33.1 days	Up from 5.0 days	11.7 days	11.5 days
School				
Principal's years at school	1.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 21.8 to 1	19.6 to 1	21.3 to 1
Prime instructional time	88.3%	Up from 86.3%	87.9%	89.3%
Dollars spent per pupil*	\$6,591	Down 6.0%	\$6,757	\$6,022
Percent of expenditures for teacher salaries*	54.8%	Down from 55.8%	60.3%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	97.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2004-05 school year, St. George Middle School received an Improvement Rating of "Below Average" and an Absolute Rating of "Below Average." This was an increase from the 2003-04 school year. Our goal during the 2004-05 school year focused on the implementation of Best Practices, Explicit Direct Instruction (EDI), the South Carolina Reading Initiative and weekly extensive staff development ("Instructional Tuesday"). Our goal is to increase academic achievement. St. George Middle School will continue to implement vigorous strategies to increase staff and student performance in an effort to increase academic performance. We reviewed and analyzed PACT, MAP and Success Maker lab results to help direct instruction, monitor student progress and remediate deficiencies. Our daily schedule allowed additional instructional time for "PACT Push" enrichment school-wide. The schedule also provided common planning for teams in each grade level. Teachers were able to collaborate and plan lessons collectively.

A consultant was contracted to facilitate the faculty and staff in fine-tuning classroom instruction and aligning daily instruction to state standards and recommendations for improving the overall school climate. We provided opportunities for the faculty to attend conferences and seminars related to classroom instruction. We provided new science equipment/supplies and furnishings for classroom science labs, increased books for classroom libraries in each content area and implemented a Robotics course and team to promote mathematics and higher level thinking skills.

We will continue to provide each student every opportunity for academic excellence and success at St. George Middle School where, "Learning is Supreme and Failure is Not an Option."

Brooks Moore
Principal Specialist

Tanya M. Britt
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	143	19
Percent satisfied with learning environment	86.5%	52.5%	63.2%
Percent satisfied with social and physical environment	78.9%	54.6%	63.2%
Percent satisfied with school-home relations	37.8%	78.0%	63.2%

*Only students at the highest middle school grade level at this school and their parents were included.